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ABSTRACT

In November 1993, South Seattle Community College (SSCC) surveyed 990 students in a random sample of classes regarding their use and perceptions of 7 college student personnel services: registration; testing services; advising, counseling, and the counseling center; financial aid; student programs; the career center; and student success services. Study findings, based on 551 responses, included the following: (1) 90% were satisfied with the timeliness and courteousness of registration services; (2) 90% of the vocational and liberal studies Division students were tested prior to enrollment, while 80% of all the respondents were satisfied with access to testing services; (3) 90% indicated that they received accurate information from counselors and another 90% were satisfied with career and personal counseling services; (4) 66% agreed that financial aid staff provided them with accurate and consistent information, while 67% were satisfied with staff helpfulness and availability; (5) 80% were satisfied with student cultural, social, recreational, and political activities; (6) 79% would recommend the Career Center to others; (7) 81% agreed that the Career Center provided information helpful in finding employment; (8) 90% of the students had never heard of SSCC's student success services; and (9) 20% had talked to an administrator, faculty, or staff about a complaint, 85% were made aware of their rights, and 64% to 77% were satisfied with the service received. (KP)

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ED 381 219

South Seattle Community College
Student Personnel Services
SURVEY RESULTS - FALL 1993

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Program Evaluation for Strengthening Academic Programs and Institutional Effectiveness

JC 950 216

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STUDENT PERSONNEL SERVICES
EXECUTIVE SUMMARY

INTRODUCTION

The Student Personnel Services (SPS) survey was distributed the week of November 8, 1993, to about 990 students in a random sample of classes at South Seattle Community College. The demographics of the 551 respondents reflect the distribution of students at South Seattle Community College.

DEMOGRAPHICS

Intended program of study:
About half (52%) of the respondents were pursuing a certificate or an AAS degree; another 29% of the students were pursuing an AA degree; and 18% of the students were enrolled in ESL/ABE/GED/high school diploma or personal enrichment classes.

Gender and Age:
54% of the respondents were men. About one-third of the students were 18-22 (31%); another one-third of the students were between 23 and 30 (30%); and 38% of the students were over 30.

How Long at SSCC and Registered full-time or part-time:
Over one-half of the respondents had been at SSCC for four or more quarters (52%). On the other hand, this was the first quarter for 30% of the students. 78% of the respondents were registered full-time, while only 22% were registered part-time. Similarly, 72% of the students were taking day classes only; 12% were taking only night classes; and 16% were taking both.

Attendance at other colleges:
One-half of the respondents had attended other colleges. Of those who had attended other colleges, 31% had obtained a degree; 26% had attended at least five quarters; and 43% had attended four quarters or less.

Ethnic Background:
52% of the respondents reported being white; 28% reported being Asian; 8% reported being African American; 3% reported being Native American; and 10% reported being other. Finally, 5% reported being of Hispanic origin.

Primary Language:
English was reported as the primary language in the home for 72% of the respondents.

The report is divided into seven sections.

Section I:	Registration
Section II:	Testing Services
Section III:	Advising, Counseling, Counseling Center
Section IV:	Financial Aid
Section V:	Student Programs
Section VI:	Career Center
Section VII:	Student Success Services

Each section includes that unit's outcomes, findings, and strategies for change.

SECTION I: REGISTRATION

First, students were asked to rate Registration Services. Overall,

69% of the students had made their first contact in person.
47% had registered at another college.
78% of those who had registered at another college rated SSCC the same or better.
61% rated the helpfulness of registration staff as good or excellent.
61% rated the response time of registration staff as good or excellent.
65% rated the helpfulness when requesting information as good or excellent.
52% rated the response time when requesting information as good or excellent.

Second, students were asked whether they had been helped within certain time frames.

75% or higher said they had been helped within the established time frame for most services. Exceptions: grade changes (68%); loan deferment (55%); peak registration (66%); withdrawing (60%); and tuition deferment (66%).

Third, students were asked whether they had received the same information from registration services as from their divisions. The following percentages of students agreed they had received the same information:

83% agreed for adding a class.
82% agreed for the refund schedule.
74% agreed for prerequisites.
80% agreed for required signature.
78% agreed for transfer requirements.
79% agreed for program requirements.
71% agreed for when to register.
84% agreed for course day and time.
83% agreed for testing.

Comparisons among the students in their first or second quarter and those in their third quarter or more:
Students in their first or second quarter were more likely to rate the registration/admissions services as excellent.

Comparisons between students reporting English as a first language and others:
Students who reported that English was not the primary language in the home were more likely to have made their first contact in person than on the phone. They were much less likely to have registered at another college. When asked to rate the registration/admissions office in general, and when requesting information in particular, those reporting that English was not the primary language at home rated the registration/admissions area lower on both helpfulness and response time. These results are the opposite of many other comparisons.

Comparisons among students with different intended programs of study:
Students intending to pursue an AA degree in the College Transfer area consistently rated the registration/admissions area lower on both helpfulness and response time.

Responses on whether they were helped within the time frame (page 2 of the survey):
Consistently, students in their first or second quarters were more likely to report that they had been helped within the time frame.

Differences between white and ethnic students, and differences between those reporting English as the primary language and others, were small and inconsistent.

Responses as to whether they received the SAME information in registration as in the division (page 3 of the survey):
Students in their third quarter or more were more likely to disagree that they had received the same information in the division and registration, particularly in the areas of prerequisites, transfer requirements, and when to register

Satisfaction with registration procedures (page 3 of the survey):
Students in their third or more quarter expressed more disagreement with the statements of satisfaction, particularly in the areas of transcript requests, residency application, grade changes, information requests, enrollment, withdrawing, and tuition deferment.

Registration Area Outcomes

Outcomes	Assessment Methods
1. Students are registered in a timely and courteous manner. All other registration departments provide students with timely and courteous information and services.	90% of the students are satisfied with the timeliness of the service. 90% of the students are satisfied with the courteousness of the service. • Student Personnel Services questionnaire. • Questionnaire completed at the conclusion of registration. • Focus groups.
2. Students receive consistent information in SPS and in their divisions.	80% of the students surveyed indicated consistency in the information received in SPS and in the divisions. 80% of the questions completed by SPS match the responses given by the divisions. • Student survey. • Information questionnaire completed in SPS and in the divisions.
3. Students understand their responsibility in the registration process.	80% of students correctly complete their registration process. • Random sample of incomplete or incorrect responses to questions regarding the registration process. • Focus group

SECTION II: TESTING SERVICES

Overall, the following percent of students agreed with the statements:

73% agreed that they received useful information.
74% agreed that they were able to take the test at a convenient time.
83% agreed that they were able to complete testing in time to register.
79% agreed that they were given clear, detailed instructions.
64% agreed that they were correctly placed in math.
75% agreed that they were correctly placed in English.

Responses to the items on testing services were compared for students who reported Fall 1993 as their first or second quarter and students who reported that this was their third or more quarter. As with previous questions concerning registration, students who had been at SSCC for more than two quarters were more likely to disagree with the statements. For example, only 59% of those in their third quarter or more reported they had been correctly placed in math compared to 75% of those in their first or second quarter, and only 61% of those in their third quarter or more reported being correctly placed in English compared to 75% of those in their first or second quarter.

Testing Outcomes

Outcomes	Assessment Methods
1. 90% of the vocational and Liberal Studies Division students are tested prior to enrollment.	• SPS Database
2. 80% of the students are satisfied with access to testing services.	• SPS survey • Focus group
3. 85% of the instructional division associate deans utilize assessment services for establishing and updating entry scores and for initial placement.	• Associate Dean survey

SECTION III: ADVISING, COUNSELING, COUNSELING CENTER

Advising Services

Overall, the following percent of students agreed with the statements:

76% agreed that the advisor was helpful.
77% agreed that they would recommend their advisor.
84% agreed that they were treated with respect.
78% agreed that their advisor was knowledgeable.
79% agreed that they were able to get the necessary information from the veterans advisor.

For every item, students who were in their first or second quarter at SSCC were more likely to agree and more likely to strongly agree with these positive statements. For example, 86% of those in their first or second quarter agreed that their advisor was helpful, whereas only 70% of those in their third quarter or more agreed with the same statement. 90% of those in their first or second quarter agreed that they were treated with respect, whereas only 81% of those in their third quarter or higher agreed with the statement.

Students from homes where English was not the primary language tended to rate the advising services higher than students from homes where English was the primary language. For example, 82% of those from homes where English was not the primary language agreed that they would recommend their advisor, whereas only 74% of the students from homes where English was the primary language would recommend their advisor. On the other hand, students from homes where English was not the primary language were slightly less likely to agree that they had been treated with respect; 81% of the students from homes where English was not the primary language agreed that they were treated with respect compared to 86% of the students from homes where English was the primary language.

The same patterns held for the comparisons between ethnic students and white students. 82% of the ethnic students would recommend their advisor compared to only 74% of the white students. On the other hand, 87% of the white students agreed that they were treated with respect compared to only 81% of the ethnic students.

Similar patterns emerged when ratings of advising services were compared across intended programs of study. ESL and other students (83%) and high school completion and certificate students (79%) were more likely to recommend their advisor (83%) than AA students (75%) and AAS students (76%). On the other hand, ESL and other students were the least likely to agree that they were treated with respect, only 78% compared to at least 83% for all of the other groups.

Counseling Center Services

Consistently, students in their first or second quarter were more likely to agree that they had been helped by the Counseling Center than students who had been at SSCC longer. At least 74% of the students in their first or second quarter agreed that they had been helped to identify and resolve personal problems, select a career, or select of program of study. Among those students who were in their third quarter or more, 69% agreed they had been helped to resolve personal problems; only 63% agreed they had been helped with career planning; and 67% (compared to 79%) agreed they had been helped in their selection of a program of study.

Students from homes where English was not the primary language were much more likely to agree that they had been helped in their selection of a program of study or courses (82% compared to only 66% of students from homes where English was the primary language).

Ethnic students were consistently more likely than white students to agree that they had been helped from counseling center services. 75% of ethnic students, compared to 64% of white students, agreed that they had been helped to resolve personal problems. 71% of ethnic students, compared to 62% of white students, agreed that they had been helped in their selection of a career. 75% of ethnic students, compared to 68% of white students, said they had been helped in their selection of a program of study.

Similarly, ESL and other students were most likely to agree that they had been helped by the career center services. 84% of the ESL and other students agreed they had been helped to select a program of study compared to between 67% and 73% for the other three groups. ESL, other, high school completion, and certificate students were more likely to agree that they had been helped to resolve personal problems and to select a career. For example, over 80% of these students, compared to less than two-thirds of the AA and AAS students agreed that they had been helped to resolve personal problems, and over 74% of the ESL, other, high school completion, and certificate students, compared to less than two-thirds of the AA and AAS students agreed that they had been helped to select a career.

Advising and Counseling Services

Students from homes where English was not the primary language reported that they were more likely to use advising and counseling services. Ethnic students were also more likely than white students to report that they had used these services.

Students in the AA program were the most likely to have used the advising center more than once per year; 74% of those in the AA program had used the center more than once per year compared to only 49% of the AAS students, 57% of the high school and certificate students, and 47% of the ESL and other students.

Counseling/Advising Outcomes

Outcomes	Assessment Methods
1. 90% of the students receive accurate information from counselors/advisors.	• Student Personnel Services survey. • Focus group.
2. 75% of the students are satisfied with their access to counseling and advising services.	• Student Personnel Services survey. • Student follow-up survey.
3. 90% of the students are satisfied with career counseling services	
4. 90% of the students are satisfied with personal counseling services.	• Student Personnel Services survey. • Focus group.

SECTION IV: FINANCIAL AID

Overall, the students' responses were as follows:

67% of the students agreed that the instructions were easy to understand.
66% of the students agreed that the staff provided them with accurate information.
66% of the students agreed that the staff provided them with consistent information.
67% of the students were satisfied with the helpfulness of the staff.
67% of the students were satisfied with the availability of the staff at the counter.
63% of the students were satisfied with the accessibility of the staff by phone.
73% of the students agreed the "Conditions of Award" was understandable.
76% of the students agreed the "Satisfactory Academic Progress" requirement was understandable.

The responses did not differ much between students in their first two quarter and those in their third quarter or more except for the last question. Students who had been here at least three quarters were more likely to agree that the "Satisfactory Academic Progress" requirement was understandable (78% compared to only 67% for those in their first two quarters).

A surprising finding is that the students from homes where English was not the primary language were as likely or more likely to agree with all of these statements than students from homes where English was the primary language.

Ethnic students were less likely to agree that the "Satisfactory Academic Progress" requirement was understandable (76% compared to 86% for whites).

There was a consistent pattern of responses by intended field of study for three questions: helpfulness of the staff, availability of staff at the front counter, and accessibility of staff by phone. AA and AAS students were less likely than ESL and high school and certificate students to agree that the financial aid staff was helpful and accessible. Over 84% of ESL and other students agreed that the financial aid staff was helpful and available at the counter; only 58% of AA students and 61 to 65% of AAS students agreed with these statement. Finally, 58% of AA students and 61% of AAS students agreed that the financial aid staff was accessible by phone compared to 70% of high school and certificate students and 67% of ESL and other students.

Financial Aid Outcomes

Outcomes	Criteria & Assessment Methods
1. Students will receive accurate and current information on financial aid policies and procedures.	75% of the financial aid student applicants will indicate they are satisfied with accuracy and currency of the information they received on financial aid policies and procedures. 75% of the financial aid student recipients will indicate they are satisfied with the accuracy and currency of the information they received on financial aid policies and procedures. • Student questionnaire • Student focus group
2. Students will receive timely and courteous information from staff at the front counter and on the phone.	80% of the financial aid applicants and recipients will indicate satisfaction with staff's courteous response. 80% of the financial aid applicants and recipients will indicate satisfaction with staff's timely response. • Student questionnaire • Student focus group
3. Students who complete their financial aid files by the required date will receive financial aid eligibility notification before the next quarter's registration begins.	90% of the completed files will be awarded within the prescribed timeframe.

SECTION V: STUDENT PROGRAMS

Overall, the following percentages of students agreed that Student Programs provided access:

- 78% social activities for students
- 75% recreational activities for students
- 75% cultural activities for students
- 82% political activities for students
- 73% activities that take into account the needs of the non-traditional student

Students in their first or second quarter were more likely to agree with these statements than students in their third quarters or more. Over 80% of the students in their first or second quarters agreed with each of these statements compared to only 67% to 74% of the students who had been at SSCC at least two quarters.

Students were also asked about accessibility and responsiveness of Student Programs.

- 65% of the students agreed they could easily find out information about current events
- 66% of the students agreed activities offer valuable opportunities for student leadership development.
- 67% of the students agreed services are accessible to student concerns.
- 67% of the students also agreed services are responsive to student concerns.
- 75% of the students enjoyed reading "the Sentinel" and find it informative and helpful.

Students in their first or second quarter rated all of these services higher than students in their third quarter or more. For example, 75% of the students in their first or second quarter agreed that Student Programs was accessible compared to only 62% of the students in their third quarter or more. 78% of the students in their first or second quarter agreed that Student Programs was responsive compared to only 62% of the students in their third quarter or more. 81% of the students in their first or second quarters enjoyed reading "The Sentinel" compared to 73% of the students in their third quarter or more.

An interesting comparison is that students from homes where English was not the primary language were much more likely than students from homes where English was the primary language to agree that Student Programs provides access to social activities (83% compared to 75%) but much less likely to agree that Student Programs provides access to political activities (63% compared to 75%).

Ethnic students were more likely than white students to agree that Student Programs provides access to social activities (82% compared to 75%) and more likely to agree that Student Programs was responsive (72% compared to 64%), but less likely to agree that student Programs provides access to political activities (72% compared to 79%).

ESL and other students were least likely to agree that Student Programs provides access to social activities; 66% of ESL and other students agreed with this statement compared to over 74% of each of the other groups. ESL and other students were also the least likely to agree that Student Programs provides opportunities for leadership development (50% compared to at least 63% for each of the other groups and 71% for AAS students). On the other hand, ESL and other students were more likely to agree that Student Programs was responsive (89% compared to 69% for AA students, 67% for high school and certificate students, and only 54% for AAS students).

Student Programs Outcomes

Student Programs

Outcomes	Assessment Methods
1. 80% of the students are satisfied with Student Programs (cultural, social, recreational and political activities).	• SPS survey • Focus group
2. 80% of the students participating in student government gain skills in leadership and organizational structure.	• Student Government survey • Focus group

SECTION VI: CAREER CENTER

Overall,

79% of the students would recommend the Career Center to other students.
81% of the students agreed the Career Center provides students with information helpful in finding employment.
82% of the students agreed the Career Center was accessible to all.

Students in their first or second quarter were more likely to agree with these statements than students in their third quarter or more. For example, 88% of the students in their first or second quarter would recommend the Career Center compared to only 75% of the students in their third quarter or more. 90% of the students in their first or second quarter agreed that the Career Center provides students with information helpful in finding employment compared to only 77% of the students in their third quarter or more.

Students from homes where English was not the primary language were more likely to agree that they would recommend the Career Center (88% compared to 75%). On the other hand, students from homes where English was not the primary language were less likely to agree that the Career Center was accessible to all (78% compared to 84%).

Ethnic students were more likely to agree that they would recommend the Career Center than white students (86% compared to 73%). Over 80% of both ethnic and white students agreed that the Career Center provides students with information helpful in finding employment and provides a center which is accessible to all.

AA students were the least likely to recommend the Career Center (71% compared to 82% for AAS, certificate, and high school completion students, and 90% for ESL and other students). ESL and other students were also the most likely to agree that the Career Center is accessible to all (92% compared to 77% for high school completion and certificate students, 79% for AA students, and 85% for AAS students).

Career Center Outcomes

Outcomes	Criteria
1. Students and alumni will be better prepared to enter or re-enter the labor market.	A letter from the Career Center will be enclosed with materials sent to graduating students. 20% of the Vocational and Liberal studies students will receive career/job search counseling or participate in a Career Center program.
2. Employers will list full- and part-time jobs with the Career Center.	100 new employers will be contacted each year; 50 employers from Jan. 1994 to June 1994.
3. Local employers will be a valuable resource to Career Center staff in determining labor market trends.	One employer per year for each vocational program will be identified and contacted regarding specific skills and knowledge required in their fields. Each year, Career Center staff will attend one Advisory Board meeting.
4a. Two thousand SSCC students and alumni will use Career Center resources and services each year.	Monthly reports will track use of counseling services and classroom presentations.
4b. 80% of those surveyed will be satisfied with the resources and services provided.	Two questions on the SPS survey will measure student use of and satisfaction with Career Center resources and services.
5. 5 faculty per quarter will request help from the Career Center in preparing their students for the workplace.	Career Center staff will schedule 5 programs per quarter in classes related to workplace preparedness.

SECTION VII: STUDENT SUCCESS SERVICES

Very few students had used Student Success Services. Overall, 90% of the students had never heard of it or didn't know what was available.

This percentage did not differ appreciably between students who had been here only a few quarters and students who had been here longer, or between students from homes where English was not the primary language and students from homes where English was the primary language. Ethnic students and ESL and other students were most likely to know about the services.

At the end of the section, however, 71% of the students said that they had used none of the services.

It seems that students are confused about the particular services offered by Student Success Services.

Student Success Services Outcomes

Program Purpose:
Participating students will receive the ongoing, relevant academic and personal support, which includes assistance dealing with institutional policies and procedures, that is necessary to persist in and complete their certificate, or degree, or to transfer to a four-year school.

Outcomes	Assessment Methods
1. 65% of SSS participants will persist until they complete their degree, certificate, or transfer to a 4 year school.	• SPS/SMS Database
2. 70% of SSS participants will achieve a yearly cumulative GPA of 2.5 or above.	• SPS/SMS Database
3. Student Success Services participants - representing a composite of students who have been traditionally under-represented in higher education - will find that the program delivery system (services offered, environment created) effectively supports their persistence.	• Focus groups

SECTION VIII: GRIEVANCES

Students were also asked whether they had filed a complaint; 112 (20%) of the students reported talking to a college administrator, faculty, or division staff about a complaint.

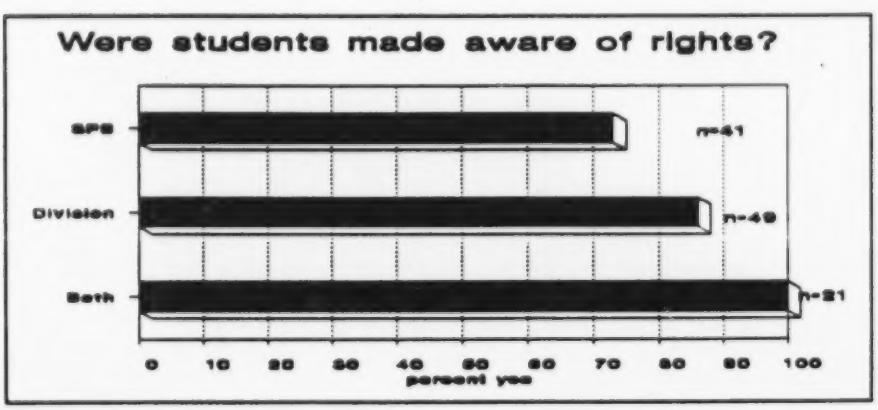
First, students checked whether they talked to the Student Personnel Services Vice President or Dean, the Student Programs Coordinator, a counselor, division or department staff, or a teacher. We collapsed these into two categories: Student Personnel Services including the Vice President or Dean, the Student Programs Coordinator, and a counselor; and the Division including division or department staff and teachers. Some students reported their complaints to Student Personnel Services while others reported their complaints to the division staff or teachers. Most students talked to more than one person about their complaints. See Table 1.

Table 1

Where students went to make complaint	N	Percent
SPS (VP, Student Programs, Counselor, or Combination)	42	37%
Division (Teacher, Staff, or Both)	49	44%
Both SPS and Division	21	19%

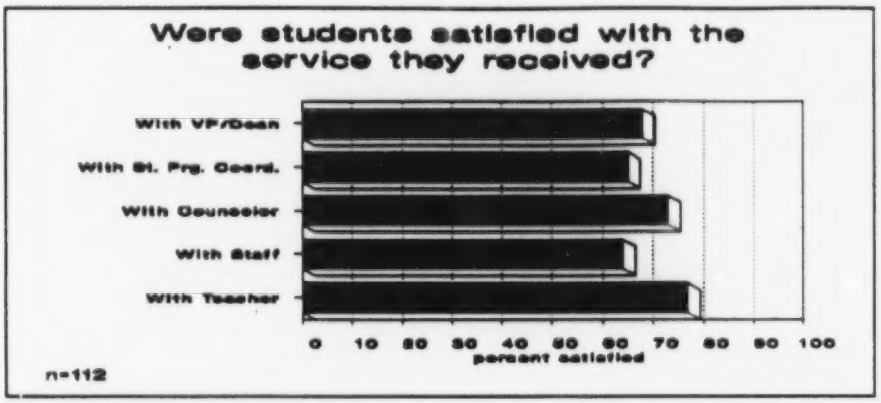
Second, students were asked whether they were made aware of their rights in pursuing a complaint or grievance. Overall, 85% of the students reported being aware of their rights. See Table 2.

Table 2



Third, students were asked to rate how satisfied they were with the service they received. The percent of students satisfied with the service ranged from 64% to 77%; students reported most satisfaction after talking with their teachers.

Table 3



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Vice President's Office Outcomes

Outcomes	Assessment Methods
1. 80% of the students are aware of and satisfied with their conduct and standards and complaints and grievance procedures.	• SPS survey • Survey of students who received services